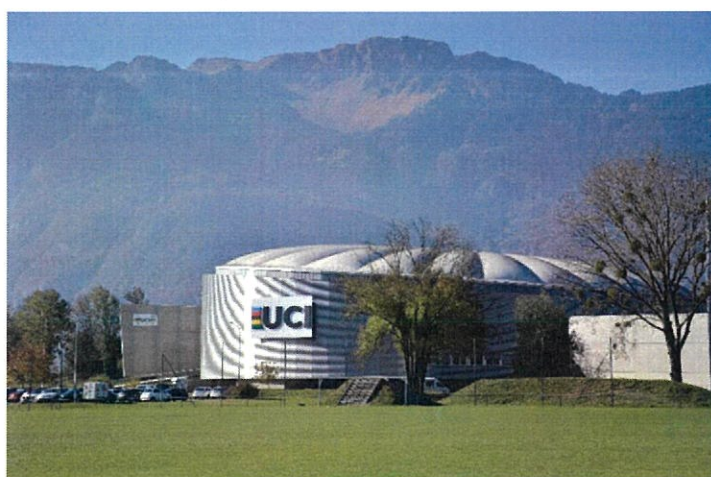


CENTRE MONDIAL DU CYCLISME



WORLD CYCLING CENTRE



WCC-UCI Coach Development Program

Level 1&2

2018



CODE OF CONDUCT FOR COACHES

Coaching is at the heart of cycling performance at every level, from a young child learning how to ride a bike for the first time, to current world champions preparing for the Olympic Games. As well as the development of riders, coaches also play a pivotal role with the development and growth of the sport, and the development of other coaches.

As coaches, will therefore influence a whole range of individuals across the cycling, it is crucial that they act as positive role models, demonstrating a high level of honesty, integrity and competence for others to aspire to and to model their own practices on.

This Code of Conduct provides cycling coaches with an outline of good practice actions, which will help create positive role models that our sport requires to continue to grow:

- Coaches will respect the rights, dignity and worth of every person and treat everyone equally, regardless of background or ability.
- Coaches will place the well being and safety of the rider above the development of performance.
- Coaches will develop an appropriate working relationship with the rider (especially children) based on mutual trust and respect. They will not exert undue influence to obtain personal benefits or reward.
- Coaches will encourage and guide riders to accept and take responsibility for their own behaviour and performance.
- Coaches will maintain previous levels of support and interest in a rider when they are injured or sick.
- Coaches should seek to attain the highest level of qualification available and maintain up to date knowledge and understanding of technical developments and of other issues which may influence the riders they are working with or their own professional ability.
- Coaches will ensure that the sessions planned, training that is prescribed or practices that they advocate are appropriate for the age, maturity, experience and ability of the individuals.
- Coaches will, at the outset, clarify with the riders (and where appropriate their parents or carers) exactly what is expected of them and what performers are entitled to expect from their coaches.
- Coaches should co-operate fully with other specialists (e.g. other coaches, officials, sports scientists, doctors, physiotherapists) in the best interest of the rider.
- Coaches will consistently promote positive aspects of the sport (e.g. Fair play) and never condone rule violations or the use of prohibited substances.
- Coaches must consistently display high standards of behaviour and appearance, whether it be use of language, manner, appearance, punctuality or session preparation.
- Coaches must be positive role models for riders and other coaches and therefore should not smoke, drink alcohol or use recreational or performance enhancing drugs whilst involved with cycling.

Coaching Principles and Safety

UCI World Cycling Centre
Coach Development Program
Level 1 & 2

2-3 February 2018



By the end of this session you should be able to:

- Identify the Coaching Process and the roles of a coach
- Identify the elements of a coaching session plan
- Develop a session plan for a coaching session
- Understand the process of completing a risk assessment
- Complete a risk assessment of a venue

1

Coaching

Role of the Coach

Teacher
Trainer
Motivator
Disciplinarian
Organiser
Manager
Friend (?)
+ many more....



QUALITIES OF A GREAT SPORTS COACH

A good coach is someone who is able to help athletes reach their full potential. A good coach is someone who is able to help athletes reach their full potential.

10 Key Qualities

1. Understands the Sport and Coach for Example
A good coach must have a deep understanding of the sport from the technical skills to advanced tactics and strategy. Coaches may have experience playing, but not all former athletes make good coaches. Coaches must understand the rules, the game, and the athletes. They must be able to teach the rules, and provide a unique, structured environment for athletes to succeed. They must be able to teach the rules, and provide a unique, structured environment for athletes to succeed.
2. Strategic for Knowledge: Professional Trainer: Mentoring
When a good coach knows a great deal about a sport, they must continue to learn and develop new training techniques. Staying up-to-date and informed of new training techniques is essential for a coach. A good coach must be able to teach the rules, and provide a unique, structured environment for athletes to succeed.
3. Shares the Knowledge: Educates Others
Coaching knowledge is important, but having the confidence to share and seek feedback is equally important. A good coach must be able to teach the rules, and provide a unique, structured environment for athletes to succeed.
4. Adapts to the Athlete: Motivates
The successful coach is a motivator with a positive attitude and an enthusiasm for the sport and the athletes. The ability to motivate and inspire is part of the formula for success. Getting athletes to believe in themselves and achieve more for their team is a key to success. A good coach must be able to teach the rules, and provide a unique, structured environment for athletes to succeed.

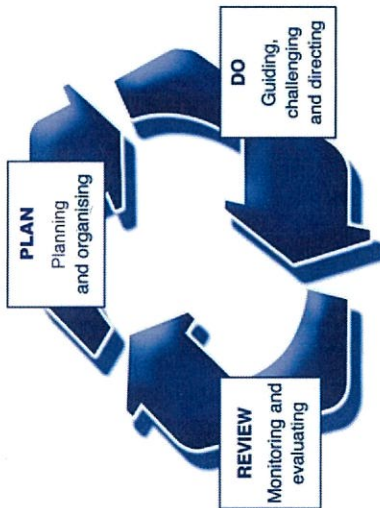
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https://www.youtube.com/watch?v=Mt6eWtGWhQ

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The Coaching Process



Coaching Style

Coach Case Study:

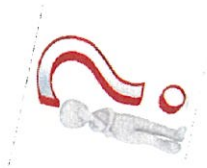
Mike Rice – Head Basketball Coach / US College

- Extremely successful and well regarded coach
- Known for his coaching 'intensity'

<http://www.youtube.com/watch?v=Mt6eWtGWhQ>

–How do you deliver your sessions?

- Ask the coaches to identify what skills they feel are required by a coach.
- A list of some skills follows to help check afterwards.



Coaching Skills

Generic Coaching Skills

- Strong verbal communication**
- People management
- Ability to listen and hear!
- Group management
- Ability to select different motivational strategies at varying times
- Devising athlete appropriate coaching plans
- Problem solving & making decisions
- Creating a clear vision for future
- Identification of preferred learning styles**
- Able to perform correct demonstrations
- Self reflection
- Creating positive environments
- Identifying strengths and weaknesses in performance
- Observation & analysis
- Evaluating self, other coaches, program development
- Implementation of varying teaching methods**
- + many more....

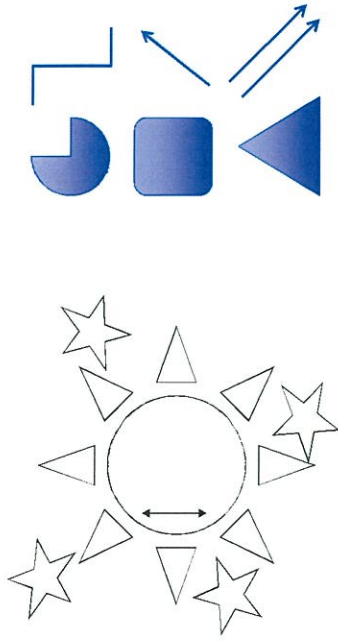
Now follows an activity to recognize some of the red points...

Activity

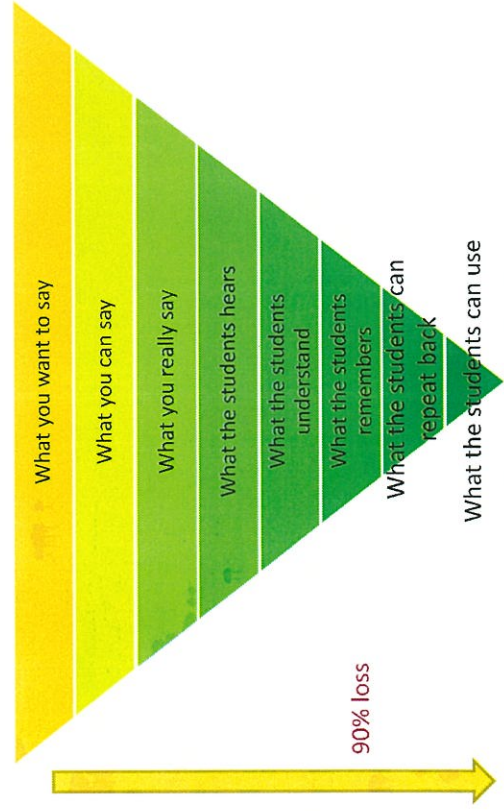
Split the group in two.
Group 1 to sit with back to projector. They will each need a pen and paper.
Group 2 to sit facing them looking at projector.
Show the next slide, Coaches in group 2 must -using only words- get their opposite coach to draw one of the objects that is on the slide, either the complete white or complete blue image.
Allow a few minutes, monitor and make sure its only words being used.

Objective is to understand that speaking is only one method to communicate and may not be the best for all.....

Communication – Ref: Page 232 section 9.6



Communication



How do you deliver the sessions? (Educational concept)

